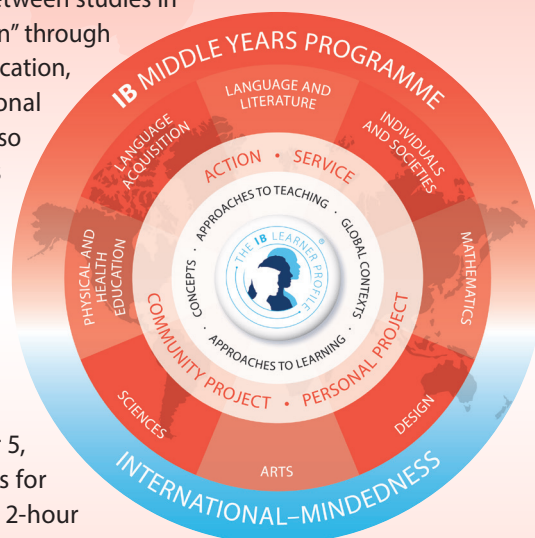


Personal Project

The IB Middle Years Programme (MYP) is designed for students aged 11 to 16. It provides a framework of learning that emphasizes intellectual challenge and encourages connections between studies in traditional subjects and the real world. The MYP focuses on “learning how to learn” through the systematic development of approaches to learning (ATL) skills for communication, collaboration, organization, self-management, reflection, research, informational literacy, media literacy, creative and critical thinking, and transfer of learning. It also fosters intercultural understanding and global engagement—essential qualities for young people today.

Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of students and prepares them for further academic study and life in an increasingly interconnected world. The MYP uses concepts and contexts as starting points for meaningful integration and transfer of knowledge across eight subject groups.

For students seeking a formal qualification at the end of the programme’s Year 5, the IB offers eAssessments that lead to the IB MYP certificate or course results for individual subject areas. To earn the MYP certificate, students must complete 2-hour on-screen examinations in each of the following: language and literature, individuals and society, sciences, mathematics, and interdisciplinary learning. They must also submit an ePortfolio in language acquisition and in one of the following: design, arts, or physical and health education. Finally, they must complete a moderated personal project, and complete school-based expectations for service as action (community service).



I. Project description and aims

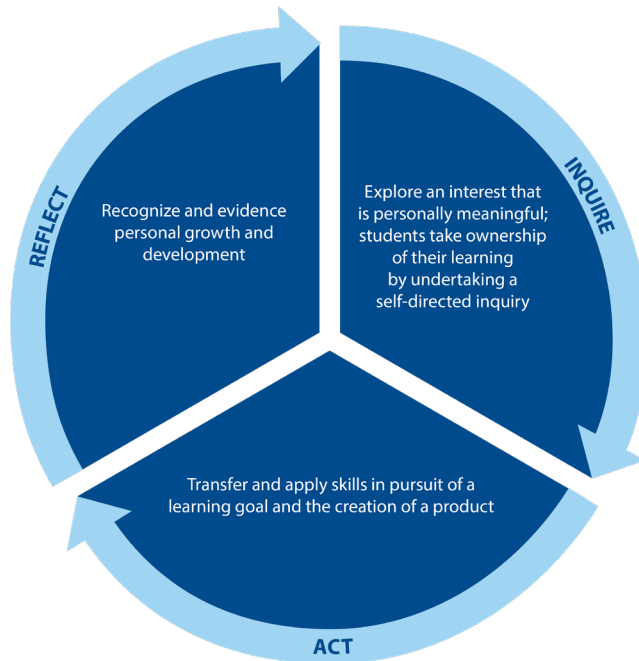
The MYP personal project is a student-centred and age-appropriate practical exploration through a cycle of inquiry, action and reflection, which allows students to consolidate their learning throughout the programme. This long-term project is designed as an independent learning experience of approximately 25 hours. The MYP personal project helps students to develop the attributes of the IB learner profile. It provides them with an essential opportunity to practise and strengthen approaches to learning (ATL) skills developed through the MYP, and fosters their development as independent, lifelong learners. Students may, if they wish, link their project to one of the global contexts, but this is not mandatory.

Students who finish the MYP in year 3 or 4 must complete the MYP community project. MYP year 5 students must successfully complete the externally-moderated personal project to be eligible for IB MYP course results and the IB MYP certificate. Students participating in MYP years 3, 4 and 5 may engage in both projects.

The aims of the MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry
- generate creative new insights and develop deeper understandings through in-depth investigation

- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- set goals and evaluate outcomes against them
- appreciate the process of learning and take pride in their accomplishments.



MYP projects involve students in a wide range of student-planned learning activities that extend knowledge and understanding, and develop important academic and personal skills. The personal nature of the project is important: the project allows students to explore an area that motivates and interests them. Students choose what they want to focus on—which can be an existing or a new interest—choose how to achieve their goal, and create their own success criteria for the product. The project provides an excellent opportunity for students to produce a truly personal and often creative product and demonstrate consolidation of their learning in the MYP.

II. Project components

Students address personal project objectives through:

- the **process** they follow
- the **product or outcome** they create
- the **learning** they evidence
- the **report or presentation** they make that explains what they have done and learned.

Students document their thinking, research process and the development of their initial ideas by defining a product goal or an outcome, and a learning goal. Examples of product goals could include the creation of films, works of art, an innovative device, a piece of furniture, a model, or a computer game. Examples of outcomes could include completing a course of study for a new skill, organizing a conference or a concert, carrying out scientific experiments, or setting up a service for the local community. Learning goals may derive from prior learning, deepening understanding of something the student has studied in discipline-specific studies, or could come from something completely unrelated to academic studies.

Students document their project work in the process journal. This learning strategy helps students record and learn from their work, and it promotes academic honesty. As a record of progress, journals can take many forms and can be recorded in a variety of media. They represent an evolving record of plans, ideas and accomplishments. The process journal provides a repository for essential reflections on learning and formative feedback on students work.

Extracts from the journal, which demonstrates achievement in all criteria, may be submitted as part of the report or presentation in conclusion of the project.

The personal project report explains the process, the success of the product and the outcomes in a concise and succinct form. The report must be supported by a formal bibliography and a statement of academic honesty.

III. Assessment criteria

Each personal project objective corresponds to one of three equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into 4 bands with unique descriptors that teachers use to make judgements about students' work.

Criterion A: Planning

Students state a learning goal for the project and explain how a personal interest led to that goal. They state an intended product/outcome and develop appropriate success criteria for it. They present a clear, detailed plan for achieving the product/outcome and its associated success criteria.

Criterion B: Applying skills

Students explain how ATL skill(s) was/were applied to help achieve their learning goal and their product/outcome.

Criterion C: Reflecting

Students explain the impact of the project on themselves or their learning and evaluate the product/outcome based on the success criteria.

IV. External moderation

Students should be assigned a personal project supervisor who provides guidance and formative feedback throughout the process. Projects are assessed by the supervisors against the published criteria, and schools conduct internal standardization to ensure consistent understanding of the criteria and of student performance.

The external validation of personal project grades is mandatory for all MYP schools ending in Year 5. In each examination session the IB moderates a sample of personal projects from each school, adjusting grades as necessary to ensure the application of rigorous and reliable international standards.

MYP projects are usually developed and presented in the school's language of instruction. Personal project reports must be developed and presented in one of the MYP moderating languages, although the IB offers a special request procedure to support language learning in a broad range of students' native languages.

The IB MYP certificate requires a satisfactory level of achievement in the personal project.

About the IB: For over 50 years, the IB has built a reputation for high-quality, challenging programmes of education that develop internationally-minded young people who are well prepared for the challenges of life in the 21st century and are able to contribute to creating a better, more peaceful world.

For further information on the IB Middle Years Programme, visit: <https://ibo.org/en/myp>.

Complete subject guides can be accessed through the Programme Resource Centre or purchased through the IB store: <https://store.ibo.org>.